



Equality objectives statement action plan

Written: August 2026
To be reviewed: August 2030

Supporting Inclusion

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Analysis identifies the need to monitor achievement of all pupil groups, particularly SEND and disadvantaged pupils, to ensure high challenge and strong outcomes for all learners.	To improve attainment, progress and participation for all pupils, including SEND and disadvantaged pupils.	• Conduct termly analysis of attainment and progress data by pupil group. • Identify and address attainment gaps through targeted support and intervention. • Monitor participation in extracurricular and enrichment opportunities. • Report outcomes and actions to governors annually. Timescale: Termly monitoring 2026-2030.	Headteacher, SENCO	All pupil groups make expected or better progress; attainment gaps reduce over time; participation rates are equitable across groups.	Termly

Enabling Representation

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The school aims to establish confident individuals who can express their views and ensure a range of beliefs and opinions are represented through democratic pupil leadership structures.	To strengthen pupil voice and ensure all pupils feel represented and valued.	- Maintain democratic election of School Council representatives. - Ensure opportunities for pupils from all backgrounds and abilities to participate in leadership roles. - Include equality, diversity and inclusion as standing agenda items for School Council meetings. - Gather and evaluate pupil voice annually. Timescale: Ongoing.	Headteacher, PSHE Lead, School Council Lead	Pupils report feeling listened to and represented; School Council contributes to positive school improvements and inclusion initiatives.	Annually

Celebrating Diversity

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The school promotes equality through policies that recognise protected characteristics, including race, religion, belief, sexual orientation and gender reassignment.	To promote understanding, respect and celebration of diversity across the school community.	• Embed diverse cultures, experiences and role models within the curriculum. • Celebrate key cultural, faith and awareness events throughout the year. • Deliver PSHE and RE programmes that promote respect, inclusion and understanding of differences. Timescale: Ongoing throughout each academic year.	Headteacher, PSHE Lead, RE Lead, Subject Leaders	Pupils demonstrate understanding and respect for differences; survey results indicate positive attitudes towards diversity; inclusive curriculum evident across all year groups.	Annually

Dealing with Prejudice

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The school seeks to maintain an environment free from discrimination and prejudice, with equality principles embedded throughout school policies and procedures.	To eliminate discrimination, harassment and prejudice-related incidents.	- Record, monitor and analyse any discriminatory incidents. - Provide regular staff training on equality, diversity and protected characteristics. - Address incidents promptly through restorative and educational approaches. - Report trends and actions to governors annually. Timescale: Ongoing.	Headteacher, DSL, Governors	Any incidents are dealt with promptly and effectively; pupils report feeling safe, respected and included; no recurring patterns of prejudice-related behaviour.	Annually

Facilitating Equality in the Workplace

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Recruitment processes and HR procedures already support equality in relation to age, sex, pregnancy and maternity and other protected characteristics.	To maintain fair, inclusive and non-discriminatory employment practices.	- Review recruitment and selection processes annually. - Ensure all staff receive equality and diversity training. - Monitor access to professional development opportunities. - Review policies regularly to ensure compliance with equality legislation. Timescale: Annual review cycle.	Headteacher, HR Lead, Governors	Workforce policies remain fully compliant; staff report fair access to opportunities and support; recruitment and promotion decisions are equitable.	Annually

Additional equality objectives

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The school wishes to strengthen parental engagement, utilise translation tools to improve accessibility and work closely with the junior school to support transition. Documentation could also make reference to all protected characteristics more explicit, including marriage and civil partnership.	To improve accessibility, family engagement and inclusive communication for all members of the school community.	- Continue parent drop-in sessions and workshops. - Use translation-enabled communication platforms to support families with English as an additional language. - Review equality-related policies to ensure all protected characteristics are explicitly referenced where appropriate. - Gather annual feedback from parents and carers regarding communication and inclusion. Timescale: 2026-2030.	Headteacher, Family Support Worker, Governors	Increased parental engagement; positive parent feedback; successful transition arrangements; equality policies comprehensively reflect all protected characteristics.	Annually